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ABSTRACT

The report is based on a survey of the Adult Basic Education (ABE) teachers in Idaho. A total of 72 usable returns were received, representing a 70 percent response rate. Demographic data for the Idaho respondents and their ranking of the competencies both in terms of their perception of their own competencies and in terms of their opinions as to competencies needed by ABE teachers are presented and discussed. Responses from the survey are discussed in terms of a profile of Idaho ABE teachers and their training priorities and degree of competency. Recommendations are made in four general categories: preservice training and teacher preparation, inservice training, teacher certification in ABE, and ongoing and periodic assessment of training needs. The revised Adult Basic Education Teacher Competency Inventory and a table showing a comparison of mean scores on terms in the ABE learner category are appended. (BP)

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Center for Resource Development
in Adult Education
University of Missouri - Kansas City

for the

State Department of Education
Boise, Idaho

Adult Basic Education
Teacher Competency Inventory

- IDAHO -

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Lorraine M. Zinn

May, 1975

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PURPOSE

This is the report of a study conducted by the Center for Resource Development in Adult Education (CRD), University of Missouri - Kansas City, for the State Department of Education of the state of Idaho, in conjunction with the Region X Adult Basic Education Staff Development effort.

The purpose of this study was twofold:

1. To determine the perceptions of ABE teachers in Idaho about the priority order of a total of 170 statements describing the degree of competence which an ABE teacher should have. This will provide priorities for the planning of pre-service training and university teacher preparation courses, as well as criteria for establishing certification requirements for ABE teachers in the state of Idaho;

2. To determine ABE teachers' perceptions regarding current training needs which may be met by inservice training activities planned through the staff development component of the Department of Education.

BACKGROUND OF STUDY

Since the time Adult Basic Education (ABE) programs began to multiply as a result of federal enabling legislation and establishment of national priorities, ABE teacher training has continued to be of prime importance. However, ABE teachers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the undereducated adult. From 1964 when the thrust in ABE began, to the present, curricula have been created from the experiences of teacher trainers and the target practitioners in the field: ABE teachers and administrators.

With ever increasing frequency, attempts have been made in institutes, workshops and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, and equally important, what effective behavior is critical to a successful instructional program.

In July, 1973, Donald W. Mocker initiated a study which represented a systematic effort to identify, classify and rank the knowledges, behaviors and attitudes appropriate for Adult Basic Education teachers.[1] These knowledges, behaviors and attitudes were classified under one of the following categories: Curriculum, Scope and Goal of Adult Education, ABE Learner, or the Instructional Process.[2] A total of 234 ABE teachers and administrators, representing 33 states, participated in this initial study. As a result of

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[1]Donald W. Mocker. A Report on the Identification, Classification and Ranking of Competencies Appropriate for Adult Basic Education Teachers. University of Missouri - Kansas City, July, 1974.

[2]The identified and ranked knowledges, behaviors and attitudes will be hereafter referred to as "competencies."

the study, a priority order listing of a total of 291 statements of teacher competencies was made. It was the researcher's conclusion that, "The ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers."

The Inventory developed by Donald W. Mocker was subsequently administered to teachers in the State of Iowa and the Commonwealth of Puerto Rico, at the request of the Departments of Education of both Iowa and Puerto Rico. A ten percent sampling of ABE teachers in both locations was surveyed and, like the national sample of teachers, provided a priority order ranking of the competency statements appropriate for their state and commonwealth respectively.

At the conclusion of the three studies described, it was the feeling of the researchers at the Center for Resource Development in Adult Education that the Inventory should be revised in content and format. Feedback had been received from teachers and administrators who participated in the original studies, as well as other adult educators who had become aware of the research and read the report cited. Gathering all such feedback, questions, criticisms and suggestions, the staff revised the Inventory, and by October, 1974, printed the revised version.[3]

The first needs assessment using the revised Inventory was conducted in the Virgin Islands by Lorraine M. Zinn, at the request of the State Director of Adult Education for the Virgin Islands.[4] Subsequently, the

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[3] The revised Inventory forms are appended to this report (Appendix I-A, I-B).

[4] Lorraine M. Zinn. Adult Basic Education Teacher Competency Inventory - Virgin Islands. University of Missouri-Kansas City. March, 1975.

ABE Staff Development Director for Region X, Mr. Aubrey W. Gardner, requested that the study be replicated in each of the four states in the region - Alaska, Idaho, Oregon, and Washington.[5]

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[5]Although studies were initiated in all four states, only the state of Idaho yielded sufficient data for analysis.

PROCEDURES

INITIAL PLANNING

At the Regional Staff Development Coordinators Meeting in Kansas City in September (18-20), 1974, a report was made on the ABE Teacher Competency Study which had been completed in Iowa. CRD staff indicated that they had capabilities to conduct similar studies in a limited number of states and regions throughout the country.

John Hartwig, who represented Region X at this meeting, conveyed the message to Aubrey Gardner, who called George Spear on September 26, requesting that CRD conduct a regional study of the four states in the region (Washington, Idaho, Oregon, Alaska). Ms. Lorraine Zinn, a CRD staff member, agreed to take major responsibility for the study in Region X. Following two telephone conversations and a letter of confirmation from Mr. Gardner, Ms. Zinn made a telephone contact with Mr. Harry Mills, State Director of Adult Education for the State of Idaho. Mr. Mills indicated that he was supportive of the study, and would cooperate in the collection of data as much as possible.

SAMPLE SELECTION

Mr. Gardner requested that a total population study be done in Region X, rather than a random sample. In a letter dated October 11, he estimated that 138 teachers were employed in Adult Basic Education in Idaho. On November 21, Mr. Mills mailed to CRD a comprehensive list of ABE teachers and program administrators for the state. This list indicated that 129 ABE teachers were employed on that date, in 14 different programs throughout the state. A 100% sample would, therefore, include all of the 129 teachers. Local program administrators with no teaching responsibilities were not included in this study.

SURVEY INSTRUMENT

The Adult Basic Education Teacher Competency Inventory (revised October, 1974) was used as the survey instrument for this study (Appendix I-A, I-B).

Basically, the Inventory consists of a listing of 170 "competencies" which may be appropriate for Adult Basic Education teachers. On a scale of zero through seven (0-7), teachers are asked to indicate the degree of competence which they feel an Adult Basic Education teacher SHOULD have, as well as the degree of competence which they themselves DO have. Rather than asking teachers to respond to both aspects of all 170 items, which would necessitate a survey form of 340 items, the Inventory was printed in two different forms. On one form, for questions 1 through 85, teachers mark the degree of competence which they feel that ABE teachers <u>should</u> have. Then, for questions 86 through 170, they indicate the degree of competence they feel they <u>do</u> have. On the alternate form, the questions are reversed so that teachers responding to items 1 through 85 indicate <u>their own</u> degree of competence, and for questions 86 through 170, indicate the degree to which they feel an ABE teacher <u>should</u> be competent. In order to get a total picture of a specific teacher population, Inventories are distributed in equal quantities of the two forms, so that approximately 50% of the respondents complete Form A and 50% complete Form B.

In addition to the 170 questions, the Inventory solicits specific demographic information from respondents. The teacher population can thus be described in terms of location, sex, age, type of program, full-time or part-time commitment to ABE, previous training and experience, and teacher certification.

DATA COLLECTION

In an attempt to collect data as quickly as possible, a decision was made to mail copies of the Inventory directly to local program directors, along with return envelopes and postage, requesting that the completed Inventories be returned directly to CRD. This was designed to eliminate the additional time and effort which would be required of the State Director of Adult Education, if he were responsible for distributing and collecting Inventories within the state, and then mailing them to CRD.

On November 21, a total of 129 Inventories were mailed to the 14 ABE program administrators in Idaho. A cover letter described the purpose of the study, as well as outlining procedures for data collection and the return of completed Inventories to CRD. The copy of this letter was mailed to Mr. Harry Mills, Mr. Aubrey Gardner, Mr. George Swift (USOE Regional Program Officer for Region X) and Dr. Wanda Hole (State Staff Development Coordinator for ABE). Program directors were asked to return completed Inventories by first-class mail by December 5, if at all possible. Additionally, they were asked to indicate the exact number of teachers employed in their respective programs at the time the Inventory was administered, and account for any difference between the number of teachers employed in ABE and the number of teachers who completed the Inventory.

DATA ANALYSIS

When completed Inventory forms arrived in Kansas City, they were assigned individual identification numbers, indicating which form of the Inventory was completed, and in which of the 14 ABE programs in Idaho each respondent was employed. Any respondents who did not teach at least part-time in ABE (i.e., full-time program administrator, counselors, etc.) were

eliminated from the study. Demographic information was compiled to describe the group of respondents.

The two forms of the Inventory were separated by identification number and then recombined to make up a composite picture of the total group of respondents. For example, if in a given program ten teachers responded to the Inventory, five would have responded to the first form of the Inventory and five to the alternate form. Their combined responses could then be interpreted as if all ten teachers had responded to all of the 170 items, marking their responses on two separate scales.

Mean scores were established for responses to each of the 170 items in the Inventory. The mean scores were then listed in a ranked order, from highest to lowest, resulting in two lists of statements describing teacher competence. One list described what an Adult Basic Education teacher SHOULD be able to do, with the statement having the highest mean score considered as the highest priority. A second list described the degree of competence which teachers (who responded) in Idaho felt that they had. The statement with the highest mean score in this list was considered to describe the behavior or activity in which teachers felt they were most competent.

The listing of mean scores was then subdivided into the four predetermined categories: Scope and Goal of Adult Education, Curriculum, the ABE Learner or Instructional Process. The categories are defined as follows: ADULT EDUCATION is a planned process by which men and women seek to increase their knowledge, understanding or attitudes; CURRICULUM is a structured series of intended learning outcomes; an ABE LEARNER is a person 16 years of age or older, who has not achieved an eighth grade education or functional equivalent and who is enrolled in an ABE program; and INSTRUCTIONAL PROCESS is defined as an organized plan established for the purpose

of facilitating the learning of the curriculum.

Within each of these four categories, a comparison was made between the listing of mean scores describing what teachers SHOULD be able to do and the listing which describes what the Idaho teachers felt that they CAN do. An initial review of the data seemed to indicate that the gap between teachers' perceptions of what they should be able to do and their actual capabilities might actually be significant. In order to verify this, t-tests were done for each of the 170 items. Finally, charts and tables were prepared to report the data.

RESULTS

SURVEY RETURNS

On November 21, a total of 129 Inventory forms were mailed to the 14 ABE program administrators in Idaho, along with return envelopes and adequate postage. The completed Inventories were to be returned directly to CRD by first class mail by December 5, if at all possible. However, no survey forms had been returned by that date.

On December 19, follow-up letters were mailed to all program administrators from whom completed Inventories had not been received. As of January 6, the following numbers and percentages of completed Inventories had been returned:

Number Programs	No. Prog. Returns	% Prog. Returns	No. Teachers Surveyed	No. Teacher Returns	% Teacher Returns
14	7	50 %	129	60	43 %

On February 3, the final Inventories were received by CRD in Kansas City. Surveys were returned from a total of 11 out of the 14 ABE programs in Idaho (80%). Although a total of 78 completed Inventories were received, only 72 were considered usable, since the remaining six (6) were completed by non-teaching personnel (5 program administrators and 1 counselor). On the date that the final Inventories were received, the estimated number (n) of ABE teachers in Idaho was 103. Thus, a return of 72 Inventories represents a 70% return.

DEMOGRAPHIC DESCRIPTION OF ABE TEACHERS

A compilation of demographic data for Adult Basic Education teachers in Idaho who responded to the survey appears in Table I (p. 12). As indicated in Table I, a total of 72 ABE teachers completed the Inventory. More than two thirds (71%) of the teachers who responded were female. The age group with the greatest representation was the group between 25 and 34 years of age, with 39% of the teachers being included in this group. Approximately 10% of the teachers indicated that they were under 25 years of age, and another 10% that they were over 55. The remaining 42% of the teachers were between 35 and 54 years of age.

A majority (72%) of the teachers who responded were employed as ABE teachers on a part-time basis, with the addition of another 8% responding that they taught part-time in ABE and also had some administrative duties, this percentage increased to 80%. About 17% of the teachers indicated that they were employed full-time (more than 20 hours per week) in ABE. Of the 52 part-time teachers, a total of 49 indicated that they had another full-time job commitment. The largest single group within the types of employment listed was that of housewives, with 20 respondents (41% of the 49 persons who have other full-time employment) included in this group. Another 33% of the respondents (16) indicated that they taught full-time either at the elementary or secondary level. An additional 20% of this group is employed full-time in occupations other than those specifically listed in this demographic question.

In response to a question asking what type of classes they taught, not a single teacher indicated that he or she taught only Adult Basic Education classes.

Table I: DEMOGRAPHIC DESCRIPTION OF ADULT BASIC EDUCATION TEACHERS IN IDAHO

Number of respondents:	72
Current ABE position:	
ABE teacher, part-time (less than 20 hrs. pr. wk.)	52
ABE teacher, full-time (more than 20 hrs. pr. wk.)	12
ABE Administrator, part-time	1
ABE Administrator, full-time	1
Primarily ABE teacher, part-time administrator	2
Primarily ABE administrator, part-time ABE teacher	4
If part-time in ABE, what is full-time commitment:	
No full-time employment	1
Teaching-elementary (K-6)	3
Teaching-secondary (7-12)	13
Teaching-college, university	1
Counseling, guidance	0
Elementary school administrator	0
Secondary school administrator	2
Housewife	20
Other	10
NR (no response)	22
Type of classes taught	
ABE, 8th grade equivalency(only)	0
English as a Second Language (only)	3
ABE and ESL	5
Adult High School, HSD	1
GED, high school equivalency	18
ABE and GED	25
Other	20

Years of experience in ABE:	Number of responses
Less than 1 year	15
1 year	10
2 years	14
3 years	8
4 years	6
5 years	5
More than 5 years	12
NR	2
Type of certification (if any):	
Elementary	14
Secondary	31
Learning disabilities	1
Special education	3
Speech therapist	0
Counseling and guidance	0
Other	12
NR	11
Most recent ABE training:	
During past 6 months	48
6 months to 1 year ago	3
Have never attended an ABE training function	6
NR	2
Type of ABE training functions attended (may check more than one):	
Lecture, conference (1 day or less)	37
Workshop (2-5 days)	50
Institute (5 days or more)	17
College credit course	35
Other	4
NR or none	13
Sex: Female	51
Male	21
Age: Under 25	7
25-34	28
35-44	16
45-54	14
55-65	4
Over 65	3

Thirty four percent of the teachers did, however, indicate that they taught a combination of ABE and GED (high school equivalency) classes. Another 7% taught both ABE and ESL (English as a Second Language) classes and an additional 7% taught a combination of ABE, ESL and GED. One fourth of the respondents answered that they taught GED, or high school equivalency classes only.

Responses to the question asking how many years of experience in Adult Education the teachers had showed a range from less than one year to more than five years. The number of teachers who had had less than one year teaching experience in ABE (15) was almost equal to the number who had more than five years of experience (12). The group of respondents is about equally divided between those having two years or less experience and those with three or more years of experience.

More than three fourths (77%) of the Idaho respondents were certified teachers, either at the elementary or secondary level. Twenty five percent are certified at the elementary level, with a few having additional certification in one of the specialty areas. Almost half of the respondents (46%) indicated that they had certification at the secondary level, with two respondents describing combinations of secondary certification with a specialization. Another six percent of the respondents indicated a combination certification at the elementary and secondary level.

Generally speaking, this group of respondents had participated in rather recent ABE training functions. Two thirds of the group (67%) indicated that they had attended an ABE training function during the six months previous to the study. However, there were 18% of the teachers who indicated that they had never attended an ABE training function. Of those who did participate in

training, about half had attended a lecture or conference of one day or less (51%) and/or a college credit course (49%). An even greater number of teachers (69%) attended a workshop of two days or less. About one fourth of the teachers (24%) had attended an Institute of five days or more in length. The 18% who did not respond to the question regarding types of ABE training functions attended corresponds to the 18% who had indicated earlier that they had never attended any such function. It should be noted that in responding to this question, teachers might have checked more than one type of training function, so that the total number of responses adds up to more than 100%.

RESPONSES OF ADULT BASIC EDUCATION TEACHERS

As described earlier, mean scores were obtained for each of the 170 items on the Inventory and listed in a ranked order from highest to lowest, resulting in two lists of statements describing teacher competency. One list describes the degree of competence which ABE teachers in Idaho feel that they currently <u>have</u>. A second list describes what an Adult Basic Education teacher <u>should</u> be able to do, according to teachers who responded. The first listing, which provides a composite description of the ABE teacher in Idaho, is found in Table II (pp. 15-24). Teachers felt that they were most competent in the activity listed first in rank order; they felt that they were least competent in the activity which is ranked 169.5.

The two lists of mean scores were then subdivided into the four categories defined earlier in this report: Curriculum, Scope and Goal of Adult Education, ABE Learner and Instructional Process. For purposes of visual comparison, scores were charted on a simple graph, one graph for each category. One of those graphs, the one which describes statements regarding

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ABE TEACHERS

Table II
Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
1	differentiate between teaching children and teaching adults.		X		
2	use humor in the classroom.				X
3	reinforce positive attitudes toward learning.				X
4	maintain a clean, orderly classroom.				X
5	use classrooms and other settings which provide for a comfortable learning environment.				X
6	develop a climate that will encourage learners to participate.				X
7	make daily lesson plans.				X
8	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.		X		
9.5	develop effective working relationships with learners				X
9.5	maintain discipline in the classroom.				X
11	communicate effectively with learners.				X
12	establish a basis for mutual respect with learners.			X	
13.5	adjust teaching to accommodate individual and group characteristics.				X
13.5	identify the major topics and concepts of each subject he/she teaches.	X			
15	plan independent study with learners.				X
16	devise instructional strategies that will develop within the learners a sense of confidence.				X
17	coordinate and supervise classroom activities.				X
18	provide continuous feedback to learners on their educational progress.				X

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

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ABE TEACHERS

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
19	adjust program to respond to the changing needs of the learner.				X
20	demonstrate commitment to lifelong learning by participating in continuing education activities.		X		
21.5	adjust rate of instruction to the learners' rate of progress.				X
21.5	summarize and review the main points of a lesson or demonstration.				X
23	apply knowledge of materials and procedures gained from other teachers.				X
24	place learners at their instructional level.				X
25.5	select curriculum which will promote development of the learners' reading vocabulary.	X			
25.5	recognize the potentiality for growth in learners.			X	
27	use programmed and self-directed instructional materials.				X
28	interpret the adult basic education program to other teachers and the community.		X		
29	maintain interest of students in classroom activities.				X
30	explain what is individually prescribed instruction.				X
31	select those components of a subject area which are essential to learners.	X			
32	include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum.	X			
33	recognize the similarities and differences between general and vocational education.		X		
34	determine reasons for low self-concept of learners.			X	

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ABE TEACHERS

Rank Order Listing of Teachers' Perceptions of Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
35	use techniques to facilitate recall.				X
36.5	determine those principles of learning which apply to adults.			X	
36.5	identify potential talents of learners.			X	
38	analyze the impact of prior educational experiences upon learners.			X	
39	try novel and unique strategies in broadening horizons of learners.				X
40	identify the major functions of community agencies which serve the social, educational and training needs of learners.			X	
41	arrange flexible grouping for learning.				X
43.5	recognize the value system of learners to be appropriate for the environment in which they live.			X	
43.5	operate duplicating equipment and instructional hardware.				X
43.5	participate in the process of evaluating one's own teaching effectiveness.				X
43.5	select curriculum which will aid the learners in developing an interest in reading.	X			
47.5	use a system to keep records of learners' progress.				X
47.5	participate in the process of program evaluation.				X
47.5	apply generalizations to specific situations.				X
47.5	select reading curriculum according to logical order.	X			
51	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	X			
51	administer standardized tests.				X

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Table II

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ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
51	apply basic principles of adult learning to instructional situations.				X
54.5	assess anxieties about learning that are specific to identifiable groups of learners.			X	
54.5	differentiate between goals and objectives.				X
54.5	use instructional materials which are congruent with specific curricular goals.				X
54.5	identify the learners' interests and level of aspiration.			X	
58	diagnose learners' basic mathematical skills.				X
58	select instructional materials which relate to the background of the learners.				X
58	relate classroom activities to the job experiences of learners.				X
60	select curriculum which integrates reading comprehension and vocabulary development with each content area.	X			
63	use techniques of public relations.		X		
63	construct informal tests and measurement techniques to evaluate learners' achievements.				X
63	assess the effects of discrimination on the learners.			X	
63	evaluate instructional objectives.				X
63	select materials and activities which develop study patterns.				X
66	apply criteria for the selection and evaluation of instructional materials.				X
67	describe the learning characteristics of the adult.			X	
68.5	provide practical activities for learners which reinforce classroom instruction.				X

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ABE TEACHERS

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Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
68.5	use information from professional journals, organizations, and associations.		X		
71	assist learners who desire to assume new roles in society.			X	
71	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X
71	interpret social characteristics of learners.			X	
74	collect information on the cultural and social forces that influence the learners.			X	
74	analyze reasons for learners' participating in educational programs.			X	
74	identify similarities and differences between two or more educational philosophies.		X		
76.5	choose tests that yield necessary data on learners.				X
76.5	relate instructional content to the life of learners.				X
78	guide and counsel learners.				X
79.5	describe the relationship of adult basic education to adult education.		X		
79.5	use the language experience approach to teach reading.				X
81	function in a team teaching situation.				X
82	develop generalizations supported by facts.				X
83	select curriculum which emphasizes noteworthy current events.	X			
84.5	write instructional materials.				X
84.5	incorporate practical government into the curriculum.	X			
86	determine the difficulty, validity and reliability of teacher-made tests.				X

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ABE TEACHERS

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
87	select curriculum according to appropriate sequence, continuity and integration.	X			
88.5	give examples of concepts and principles.				X
88.5	apply principles of attitude and behavior change in the instructional process.				X
90.5	relate the democratic process to everyday lives of learners.				X
90.5	select materials and activities which promote the learners' liberal education.				X
92	use the services of state and local agencies responsible for adult basic education.		X		
93	administer informal reading inventories.				X
94	select curriculum which provides for the development of liberal education for the learners.	X			
95	use criterion-referenced evaluation instruments.				X
97	refer learners to community agencies for specific social, educational and training needs.				X
97	use appropriate methods and materials to remedy deficiencies in mathematics.				X
97	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.				X
99.5	write objectives in behavioral terms.				X
99.5	list the major causes of reading difficulties in adult learners.				X
101.5	use appropriate methods and materials for teaching language arts.				X
101.5	select curriculum which will develop oral language skills.	X			
104	administer informal math inventories.				X

C=Curriculum
AE=Scope and Goal of Adult Education
L=ABE Learner
IP=Instructional Process

IDAHO
ABE TEACHERS

Table II
Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
104	apply concepts of liberal education to adult basic education.		X		
104	design activities to develop problem solving abilities within learners.				X
106	apply pertinent research.		X		
107	select curriculum which will develop word attack skills.	X			
110	use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
110	apply basic principles of group dynamics and leadership techniques.				X
110	use appropriate materials and methods for specified reading deficiencies.				X
110	interpret the social structure and characteristics of the community.		X		
110	determine modes and rates of instruction through diagnosis.				X
113	interpret and use the results of standardized achievement tests.				X
114.5	select materials and activities which promote learning about practical government.				X
114.5	involve learners in the process of formulating instructional objectives.				X
116.5	design instructional strategies to develop all levels of comprehension within the cognitive domain.				X
116.5	construct audio-visual materials.				X
118	diagnose learners' basic reading skills.				X
119.5	select curriculum which develops study patterns.	X			
119.5	plan instructional activities which bring resources of the community to bear on needs of learners.				X

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ABE TEACHERS

Table II
Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
121.5	design an instructional plan based on results of diagnostic tests.				X
121.5	select curriculum which will help learners control and adjust to change.	X			
123	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.				X
125.5	recognize action words appropriate to a given behavior.				X
125.5	determine the modality(ies) by which individuals learn most effectively.				X
125.5	adjust instruction to provide for the social, psychological and physiological effects of aging.				X
125.5	use knowledge of adult developmental characteristics to select curriculum.	X			
128	identify new developments, recent recommendations and current issues in adult education.		X		
129	use behaviorally stated objectives.				X
130	select curriculum which will develop all levels of reading comprehension.	X			
131	recognize the historic and contemporary approaches to literacy.		X		
132.5	incorporate consumer education into the curriculum.	X			
132.5	recruit the learners.		X		
134	adjust the administration and interpretation of tests according to the behavioral characteristics of adults.				X
135.5	collect information on the learners' physical, mental and social development.			X	
135.5	interpret informal reading inventories.				X
138	operate a learning laboratory.				X

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Table II

IDAHO
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category C	AE	L	IP
138	interpret national, state and local objectives of adult basic education.		X		
139	relate knowledge of economic and labor market information to the vocational interests of learners.				X
140	recognize the nature and intent of adult basic education legislation including financing.		X		
142	identify causes of discrimination.			X	
142	use mass media for educational purposes.				X
142	apply synthetic and analytic word learning methods as determined by diagnosis.				X
144	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.		X		
145	differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
146	identify and analyze terminal behaviors.				X
147	identify major causes of the literacy problem in the United States.		X		
148.5	select materials and activities which promote learning about health and nutrition.				X
148.5	select materials and activities which promote consumer education.				X
150.5	select objectives from each of the domains (cognitive, psychomotor and affective).				X
150.5	gather information on the economically disadvantaged in various ethnic groups.		X		
152	adapt instructional activities for the physically handicapped.				X

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IDAHO
ABE TEACHERS

Table II
Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
153	gather information concerning psychological problems of the learners.			x	
155	construct informal reading inventories.				x
155	incorporate ecology into the curriculum.	x			
155	maintain current information concerning commercial instructional materials.				x
157	use the services of local adult basic education advisory committees.		x		
158	apply theory to the process of program development.		x		
159	administer interest inventories.				x
160.5	prepare new teachers for innovative and changing programs.				x
160.5	construct profiles which reflect learners' attainment, potential and expectations in reading.				x
162	use appropriate methods and materials for teaching mathematics.				x
163	use the community development approach.		x		
164.5	incorporate health and nutrition objectives into the curriculum.	x			
164.5	arrange and conduct field trips.				x
166	select materials and activities which promote learning about ecology.				x
167	select mathematic concepts according to logical order.	x			
168	aid the learner in obtaining employment or on-the-job training.				x
169.5	include concepts of modern math when selecting curriculum.	x			
169.5	interpret informal math inventories.				x

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the ABE Learner, is appended to this report as Appendix II.

The chart in Appendix II represents mean scores for all responses to statements regarding the ABE Learner. A visual scanning of the two lists shows that, for the most part, mean scores which indicate what an ABE teacher SHOULD be able to do are consistently higher than mean scores which indicate what these teachers ARE able to do.

The next logical step in the analysis of data was to determine whether the differences between desirable teacher competency and current teacher capabilities were significant enough to warrant a recommendation for training in specific areas. When t-tests were used to measure the "gap" between the degree of competence which teachers feel they SHOULD have, and the competence that they DO have, almost two thirds (109) of the 170 statements on the Inventory appeared to be significantly different. Of these, a total of 55 statements indicated a significant difference at the .001 level, 21 statements at the .01 level, and 33 statements were significant at the .05 level.

A comparison of the mean scores for the two rank order listing of competencies also indicated the possibility that in some specific areas, teachers who responded might actually have a greater degree of competence than they felt an ABE teacher needs. In the chart in Appendix II, a few of these statements may be identified visually by noting the specific items (#12, 26 and 59) where the line drawn between the two sets of mean scores is a broken line and slants upward from the left side to the right side. This is an indication that the mean score for this particular item is higher on the scale where teachers rated their competence than it is on the scale in which they

rated competence which teachers should have. There are a total of twelve competency statements which fall into this category, listed in Table III. (p. 27). These specific statements will be discussed later in the report.

In order to encourage maximum feedback from the respondents, a final question on the Inventory asked them to identify any other abilities which they felt should be included in the Inventory. Respondents in Idaho submitted a total of five statements of teacher competency which they felt had been omitted from the study. When these statements were analyzed and compared with other statements in the Inventory, they were judged by the researcher to be duplicates of statements already listed. Thus, a conclusion was made that no new competencies were identified by ABE teachers in Idaho.

Similar to the rank order listing in Table II, a priority order listing was made of the statements of competency which respondents felt that an ABE teacher should have (Table IV, pp. 29-40). The statements are listed in ranked order, from 1 to 170, beginning with the statement which indicates the competency which most teachers felt that an adult basic education teacher should possess. They are also identified according to the content category which they represent: Curriculum, Scope and Goal of Adult Education, the ABE Learner or Instructional Process.

In addition to listing statements in a ranked order, Table IV identifies, by symbols, the relative degree of need for training indicated by respondents.[6] For example, the first item listed is highest in rank order, indicating that it is the highest priority in terms of what ABE teachers should be

[6]Although this statement is interpretive in nature, it was the judgment of the researcher that a minimal explanation of the symbols used in Table IV was necessary for the reader. Discussion will follow.

IDAHO
ABE TEACHERS

TEACHER RESPONSES INDICATE THAT THEY MAY BE MORE COMPETENT* IN THE FOLLOWING AREAS THAN AN ABE TEACHER NEEDS TO BE:

ABE teachers who responded ARE able to:	CURRICULUM	ADULT EDUCATION	ABE LEARNER	INSTRUCTION
maintain a clean, orderly classroom.				X
use humor in the classroom.				X
identify similarities and differences between two or more educational philosophies.		X		
gather information on the economically disadvantaged in various ethnic groups.			X	
maintain discipline in the classroom.				X
apply generalizations to specific situations.				X
interpret the social structure and characteristics of the community.		X		
use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
incorporate ecology into the curriculum.	X			
assess the effects of discrimination on the learners.			X	
recognize the similarities and differences between general and vocational education.		X		
collect information on the cultural and social forces that influence the learners.			X	

*Mean scores indicate that they are perhaps "overtrained" in these areas. Their degree of competence is higher than the degree of competence which they feel that an ABE teacher "should" have.

Table III

able to do. In Table IV, the same statement is also preceded by the symbol (***), which indicates that there is a significant need for training in this specific competency on the part of the teachers who responded. Other symbols on the chart, as described at the bottom of each page, indicate secondary training needs (**), minimal training needs (*) or areas in which teachers are already competent and may not need further training (#). The most immediate training need, as depicted in Table IV, would be for a competency which is ranked high on the list and is also preceded by the symbol (***). Further interpretation of this table will be made in the discussion section.

The following excerpt from Table IV may be helpful in reading it:

Rank Order	Trng. Need	Statement of Competency	Category			
			C	AE	L	IP
1	***	Develop effective working relationships with learners.				X
22	*	Adjust program to respond to the changing needs of the learner.				X
143	#	Assess the effects of discrimination on the learners.			X	

Statement 1 in the Instructional Process category, is ranked highest in terms of what an ABE teacher should be able to do. It also indicates a highly significant difference (.001 level) between the desired and actual levels of teacher competency. It is therefore interpreted to be a high training priority.

Statement 22 also in the Instructional Process category, is ranked 22 out of 170, a fairly high priority in terms of what an ABE teacher should be able to do. The difference between desired and actual levels of competency is significant at the .05 level; interpreted as a minimal training need.

Statement 143 in the ABE Learner category, is ranked 143 out of 170. Due to its low priority in terms of what an ABE teacher should be able to do, combined with the indication by respondents (#) that their level of competency was already higher than an ABE teacher needs, this is not considered a training need at this time.

IDAHO
ABE Teachers

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
***	1	develop effective working relationships with learners.				X
***	2	communicate effectively with learners.				X
***	3.5	reinforce positive attitudes toward learning.				X
***	3.5	develop a climate that will encourage learners to participate.				X
***	5	maintain interest of students in classroom activities.				X
	6	differentiate between teaching children and teaching adults.		X		
***	7	recognize the potentiality for growth in learners.			X	
***	8	adjust rate of instruction to the learners' rate of progress.				X
***	9	establish a basis for mutual respect with learners.			X	
***	10	devise instructional strategies that will develop within the learners a sense of confidence.				X
***	11	use appropriate materials and methods for specified reading deficiencies.				X
***	12.5	place learners at their instructional level.				X
***	12.5	select those components of a subject area which are essential to learners.	X			
**	14	adjust teaching to accommodate individual and group characteristics.				X
**	15	summarize and review the main points of a lesson or demonstration.				X
***	16	participate in the process of evaluating one's own teaching effectiveness.				X

*** greatest training need (.001 level of significance)
** secondary training need (.01 level)
* minimal training need (.05 level)
# "overtrained" - training has been more than adequate

Curr. = Curriculum
A.E. = Scope and Goal of Adult Education
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I.P. = Instructional Process

Table IV

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
	17	use classrooms and other settings which provide for a comfortable learning environment.				X
**	18	provide continuous feedback to learners on their educational progress.				X
***	19.5	determine those principles of learning which apply to adults.			X	
***	19.5	relate instructional content to the life of learners.				X
*	22	adjust program to respond to the changing needs of the learner.				X
	22	plan independent study with learners.				X
***	22	relate classroom activities to the job experiences of learners.				X
***	24.5	identify potential talents of learners.			X	
***	24.5	identify the learners' interests and level of aspiration.			X	
**	26	select curriculum which will promote development of the learners' reading vocabulary.	X			
***	28	assist learners who desire to assume new roles in society.			X	
***	28	participate in the process of program evaluation.				X
***	28	diagnose learners' basic reading skills.				X
**	30	select reading curriculum according to logical order.	X			
***	31	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	X			

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Table IV

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
**	33.5	include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum.	X			
***	33.5	assess anxieties about learning that are specific to identifiable groups of learners.			X	
	33.5	identify the major topics and concepts of each subject he/she teaches.	X			
***	33.5	select instructional materials which relate to the background of the learners.				X
***	37	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X
**	37	apply knowledge of materials and procedures gained from other teachers.				X
***	37	select curriculum which will develop all levels of reading comprehension.	X			
***	39	select curriculum which will develop oral language skills.	X			
***	41	select curriculum which will help learners control and adjust to change.	X			
**	41	select curriculum which will aid the learners in developing an interest in reading.				
***	41	use appropriate methods and materials for teaching language arts.				X
		NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED IN THE TOP QUARTILE (25%)				
**	43	use appropriate methods and materials to remedy deficiencies in mathematics.				X
***	45	select curriculum according to appropriate sequence, continuity and integration.	X			

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
***	45	determine the modality(ies) by which individuals learn most effectively.				X
**	45	use instructional materials which are congruent with specific curricular goals.				X
***	47	recognize the value system of learners to be appropriate for the environment in which they live.			X	
***	49	design activities to develop problem solving abilities within learners.				X
	49	coordinate and supervise classroom activities.				X
***	49	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.				X
	51.5	demonstrate commitment to lifelong learning by participating in continuing education activities.		X		
	51.5	use programmed and self-directed instructional materials.				X
***	53	determine the difficulty, validity and reliability of teacher-made tests.				X
***	54	adapt instructional activities for the physically handicapped.				X
***	56	use appropriate methods and materials for teaching mathematics.				X
*	56	diagnose learners' basic mathematical skills.				X
***	56	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.				X
***	58	select materials and activities which promote the learners' liberal education.				X

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
#	59	use humor in the classroom.				X
*	60	select materials and activities which develop study patterns.				X
*	61.5	use techniques to facilitate recall.				X
*	61.5	apply basic principles of adult learning to instructional situations.				X
	63	use a system to keep records of learners' progress.				X
	65	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.		X		
*	65	function in a team teaching situation.				X
*	65	choose tests that yield necessary data on learners.				X
*	67	describe the learning characteristics of the adult.			X	
	68.5	explain what is individually prescribed instruction.				X
*	68.5	select curriculum which integrates reading comprehension and vocabulary development with each content area.	X			
	70	operate duplicating equipment and instructional hardware.				X
	73	arrange flexible grouping for learning.				X
	73	provide practical activities for learners which reinforce classroom instruction.				X
**	73	refer learners to community agencies for specific social, educational and training needs.				X

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
*	73	use the language experience approach to teach reading.				X
	73	identify the major functions of community agencies which serve the social, educational and training needs of learners.			X	
	76	determine reasons for low self-concept of learners.			X	
*	77.5	administer informal math inventories.				X
	77.5	interpret the adult basic education program to other teachers and the community.		X		
***	79	select curriculum which will develop word attack skills.	X			
**	80	use the services of state and local agencies responsible for adult basic education.		X		
*	81	evaluate instructional objectives.				X
***	82	design an instructional plan based on results of diagnostic tests.				X
*	84.5	guide and counsel learners.				X
***	84.5	identify new developments, recent recommendations and current issues in adult education.		X		
**	84.5	construct audio-visual materials.				X
	84.5	construct informal tests and measurement techniques to evaluate learners' achievements.				X
***	87	select materials and activities which promote consumer education.				X

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
***	88.5	interpret informal reading inventories.				X
***	88.5	interpret informal math inventories.				X
		NOTE: STATEMENTS ABOVE THIS LINE ARE ALSO ABOVE THE MEAN				
	90	analyze the impact of prior educational experiences upon learners.			X	
*	91	incorporate practical government into the curriculum.	X			
#	93	maintain discipline in the classroom.				X
***	93	plan instructional activities which bring resources of the community to bear on needs of learners.				X
	93	administer informal reading inventories.				X
***	95.5	use the services of local adult basic education advisory committees.		X		
**	95.5	determine modes and rates of instruction through diagnosis.				X
***	97.5	select mathematic concepts according to logical order.	X			
**	97.5	select curriculum which develops study patterns.	X			
	99	try novel and unique strategies in broadening horizons of learners.				X
***	100.5	use mass media for educational purposes.				X
*	100.5	involve learners in the process of formulating instructional objectives.				X
*	102.5	select materials and activities which promote learning about practical government.				X

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Table IV

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
**	102.5	identify causes of discrimination.			X	
*	104.5	apply basic principles of group dynamics and leadership techniques.				X
**	104.5	use knowledge of adult developmental characteristics to select curriculum.	X			
	106	apply criteria for the selection and evaluation of instructional materials.				X
*	107	apply pertinent research.		X		
*	109.5	use criterion-referenced evaluation instruments.				X
	109.5	administer standardized tests.				X
*	109.5	apply principles of attitude and behavior change in the instructional process.				X
	109.5	develop generalizations supported by facts.				X
	112.5	use techniques of public relations.		X		
***	112.5	construct profiles which reflect learners' attainment, potential and expectations in reading.				X
*	114	interpret and use the results of standardized achievement tests.				X
	116.5	use information from professional journals, organizations and associations.		X		
	116.5	interpret social characteristics of learners.			X	
	116.5	analyze reasons for learners' participating in educational programs.			X	

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
***	116.5	maintain current information concerning commercial instructional materials.				X
#	119	recognize the similarities and differences between general and vocational education.		X		
*	121	incorporate consumer education into the curriculum.	X			
**	121	operate a learning laboratory.				X
***	121	administer interest inventories.				X
*	124	recruit the learners.		X		
*	124	interpret national, state and local objectives of adult basic education.		X		
*	124	adjust the administration and interpretation of tests according to the behavioral characteristics of adults.				X
***	126	prepare new teachers for innovative and changing programs.				X
*	127	recognize the nature and intent of adult basic education legislation including financing.		X		
	128	differentiate between goals and objectives.				X
	129	describe the relationship of adult basic education to adult education.		X		
*	131	identify and analyze terminal behaviors.				X
	131	design instructional strategies to develop all levels of comprehension within the cognitive domain.				X
	131	use behaviorally stated objectives.				X

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Table IV

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
	132	select curriculum which emphasizes noteworthy current events.	X			
	136	adjust instruction to provide for the social, psychological and psysiological effects of aging.				X
#	136	make daily lesson plans.				X
	136	relate the democratic process to everyday lives of learners.				X
	136	write instructional materials.				X
*	136	differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
*	139	relate knowledge of economic and labor market information to the vocational interests of learners.				X
*	140.5	gather information concerning psychological problems of the learners.			X	
	140.5	select curriculum which provides for the development of liberal education for the learners.	X			
*	142	apply synthetic and analytic word learning methods as determined by diagnosis.				X
#	143	assess the effects of discrimination on the learners.			X	
	144	give examples of concepts and principles.				X
*	146	construct informal reading inventories.				X
#	146	collect information on the cultural and social forces that influence the learners.			X	

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Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
#	146	apply generalizations to specific situations.				X
#	149	maintain a clean, orderly classroom.				X
***	149	aid the learner in obtaining employment or on-the-job training.				X
***	149	select materials and activities which promote learning about ecology.				X
**	151.5	incorporate health and nutrition objectives into the curriculum.	X			
	151.5	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.		X		
**	153	apply theory to the process of program development.		X		
	154	recognize the historic and contemporary approaches to literacy.		X		
	155.5	list the major causes of reading difficulties in adult learners.				X
	155.5	apply concepts of liberal education to adult basic education.		X		
**	157	use the community development approach.		X		
	158	write objectives in behavioral terms.				X
	159	select objectives from each of the domains (cognitive, psychomotor and affective).				X
	161	select materials and activities which promote learning about health and nutrition.				X
	161	collect information on the learners' physical, mental and social development.			X	

*** greatest training need (.001 level of significance)
** secondary training need (,01 level)
* minimal training need (.05 level)
# "overtrained" - training has been more than adequate

Curr. = Curriculum
A.E. = Scope and Goal of Adult Education
Lrnr. = ABE Learner
I.P. = Instructional Process

Priority Order of Statements
Describing ABE Teacher Competency

Rank Order	Trng. Need	An ABE Teacher SHOULD be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
	161	recognize action words appropriate to a given behavior.				X
#	163	identify similarities and differences between two or more educational philosophies.		X		
*	164	include concepts of modern math when selecting curriculum.	X			
#	165	use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
#	166	interpret the social structure and characteristics of the community.		X		
	167	identify major causes of the literacy problem in the United States.		X		
	168.5	arrange and conduct field trips.				X
#	168.5	incorporate ecology into the curriculum.	X			
#	170	gather information on the economically disadvantaged in various ethnic groups.			X	

Table IV

*** greatest training need (.001 level of significance)
** secondary training need (.01 level)
* minimal training need (.05 level)
# "overtrained" - training has been more than adequate

Curr. = Curriculum
A.E. = Scope and Goal of Adult Education
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DISCUSSION AND CONCLUSIONS

SAMPLE SELECTION AND SURVEY RETURNS

An attempt to survey an entire teacher population (a 100% sample) is a bit risky, since it inevitably results in loss of data. It is generally better to sample a few teachers in a closely-controlled study, using a random sampling technique, than to survey a large number and lose control of the data collection process. In the case of Idaho ABE teachers, there was a 70% return out of the attempted 100%. At least, 70% is based on the closest estimate that could be made of the actual number of ABE teachers in Idaho. Since no teachers responded from three of the programs, and not every teacher responded from the remaining eleven programs, it was difficult to determine the exact number of ABE teachers in Idaho at the time the survey was administered. In any event, the 70% return was considered a sufficient basis for generalizing to the rest of the teacher population.

If a similar study is undertaken in the future, the investigator should consider selecting a random sample rather than attempting to survey the entire teacher population. Based on survey returns from ABE teachers in this study and previous research, returns can usually be expected to be diminished by teacher absence at the time of administration, lack of response due to time pressures on a part-time ABE teacher, and a fairly high rate of teacher turnover. These factors should be taken into account in future studies, in order to determine an appropriate sample size.

Generally speaking, if the total number of ABE teachers employed in the state is less than 300, an appropriate sample may be drawn by determining the percentage of the total population which will yield a number sample exceeding 30. For example, if there are 150 ABE teachers, a 25% random sam-

ple will yield a number of 30. The smaller the number of total teachers in the state, the larger the sample must be.

SURVEY INSTRUMENT

The revised version of the Adult Basic Education Teacher Competency Inventory is quite appropriate for this type of data collection. With the number of questions being reduced from 291 (on the original Inventory) to 170, there were very few instances of questions being omitted by Idaho respondents. Responses ranged across the entire scale of 0 to 7, and teachers who responded did make distinctions between the first half of the questions and the second half, between what an ABE teacher should be able to do and what their own capabilities are. Even though the number of questions is greatly reduced from the original Inventory, it appears to be quite comprehensive. Only five respondents suggested competency statements which they felt had been ommitted from the Inventory; and when these were analyzed, they were judged by the researcher to be duplicates of statements already included in the Inventory.

The demographic section of the Inventory allows for teacher responses which describe the teacher population rather extensively. However, two of the questions consistently yielded responses which were not provided for in the multiple choice options. Question 7 asks the respondent to indicate what type of classes he/she teaches. Many of the respondents apparently teach combinations of classes which are different from the options provided, and therefore either marked more than one response, or chose response number 7, "other" and specified what type of classes they taught.

Question 9 seemed to present a similar dilemma for respondents. When asked what type of certification they hold, many chose more than one re-

sponse, indicating combination certification. The options that were given were not mutually exclusive, and therefore could lend themselves to multiple responses. Also, there was no provision made for respondents who had other types of certification or no certification at all. Based on the way in which the question is written an inference was made that if no item was checked under the question, the respondent did not hold any certification. In the future, provision could be made for a more specific response to this question.

On the whole, the survey instrument, as used in this study, yielded a quantity and quality of data sufficient to provide significant guidance for planners of staff development activities in ABE. Ideally, it should be administered only to ABE teachers. In reality, many teachers in Adult Basic Education also have teaching responsibilities in English as a Second Language (ESL), high school equivalency or GED programs, high school completion, pre-vocational education and other related areas. However, the Inventory has been designed to encompass the specific needs of Adult Basic Education teachers, and any other use of it will probably yield data that is less valid.

DATA COLLECTION PROCESS

Considering the delay in getting surveys returned, the necessity for follow-up letters and phone calls to get additional data and the 30% of the teacher population who did not respond to the Inventory, the process of data collection in the Idaho study was apparently not the best possible. If future studies are conducted, it will probably be most appropriate for the State Director of Adult Education to take responsibility for distribution and collection of Inventories through the local program adminis-

trators. The decision to send Inventories directly to program administrators and request their return directly to CRD was made in an attempt to speed up and facilitate the data collection process. Apparently, it did not do either of those things.

In most states, there is a "chain of command" which begins with the State Director of Adult Education and includes such personnel as state staff development specialists, local program coordinators, supervisors of instruction and teachers in charge. In some cases, this delegation of responsibility may facilitate data collection; in other cases, it may actually be a hindrance and cause miscommunication and delays. In any event, comprehensive and rapid data collection seems to be dependent on the commitment of the State Director of Adult Education to the study, the best utilization of "chains of command" in communication with teachers, and a clear understanding on the part of the teacher that he or she is actually contributing to his/her professional development, rather than being exploited by the researcher.

PROFILE OF ABE TEACHERS

A review of the demographic data supplied by ABE teachers in Idaho provides the following profile: More than two thirds of the teachers are female, and the teachers who responded are divided approximately in half between those under 34 years of age and those over 34. Almost three fourths of the respondents are employed as ABE teachers on a part-time basis. Most of these part-time teachers are employed full-time elsewhere, with about one fourth of them teaching at the elementary or secondary level. The largest single group within the types of employment listed was that of house-

wives, who represented 28% of the respondents. One fourth of the respondents teach GED or High School Equivalency classes only; one third teach a combination of ABE and GED classes; the remainder teach other combinations of classes (ABE & GED & ESL, etc.).

The group of respondents is about equally divided between those having two years or less experience in ABE and those with three years or more. More than three fourths of the teachers are certified either at the elementary or secondary level. Generally speaking, the respondents had participated in rather recent ABE training functions. Two thirds of them indicated attendance at an ABE training function during the six months previous to this study. However, there were 18% who indicated that they had never attended an ABE training function. Types of training functions attended ranged from lectures or one-day conferences through five-day institutes. The type of training function most attended by this group of teachers was a workshop of two to five days in length.

The following questions and conclusions may be drawn from this data:

1. Since the majority of ABE teachers are certified at the elementary or secondary level, they may be adequately trained and experienced to deal with curricular content (functional skills and basic education) in ABE. This is to be considered a strong advantage for the ABE Program.
2. The combination of part-time employment in ABE and less than two years of experience would suggest that continuous in-service training would be beneficial to this group. The fact that most of the teachers are part-time is neither positive nor negative in itself. It is sometimes an advantage to have

a group of teachers who are likely to be open to trying new approaches and materials; and teachers who are just beginning in the field tend to be more open to trying new things. Lack of experience and training, however, should be balanced by training opportunities.

3. The fact that no teacher who responded teaches only ABE classes is unusual, and must certainly affect the content of training activities. The ABE Teacher Competency Inventory contains statements of teacher competency particularly necessary for ABE teachers. Since teachers in Idaho are teaching other kinds and levels of classes (ESL, GED, etc.), training which is strictly limited in content to Adult Basic Education may not be adequate for this group of teachers. Further investigation needs to be made to determine other related content needed in training functions.
4. Most of the teachers who had attended ABE training functions had done so rather recently, during the past six months. There is no way to determine from the specific questions on the Inventory whether the 18% who had never attended any ABE training functions were among the less experienced or more experienced teachers. Further assessment must be done so that all teachers will be included in future in-service training activities.
5. It is certainly a positive note that two thirds of the respondents had attended some ABE training function during the six months previous to this study. Additionally, the types of training functions which teachers attended indicate that there are a number of options

available to them for training. A continued provision for frequent and varied training activities will surely balance out the lack of experience on the part of some of the teachers.

6. Regarding content of such training activities, the priority order and relative need for training has already been established by this group of teachers, as indicated in Table IV (pp. 29-40). This listing should be referred to in detail as planning is done for in-service teacher training.
7. Although ABE teachers who responded to the Inventory indicated what types of training functions they had attended previously, there is no question on the Inventory which asked what type or format of training they prefer. Before training functions are planned for this group of teachers, an assessment should be made to determine the format and length of such training which are preferred by and feasible for most teachers.

TRAINING PRIORITIES OF ABE TEACHERS

There were essentially three sets of data provided by teachers as they responded to the Inventory: (1) A demographic description, (2) a description of what an ABE teacher should be able to do, and (3) a description of what this specific group of teachers can do. The demographic data supplied by the teachers has already been discussed. The remainder of the discussion will focus on three questions which, when answered, will provide a basis for the planning of necessary and effective training for ABE teachers in Idaho.

The three questions are these:

1. In what areas and to what degree are ABE teachers in Idaho competent?

2. In what areas and to what degree is the "ideal" ABE teacher competent?
3. How does the competence of ABE teachers in Idaho measure up to their perception of the "ideal" (competent) ABE teacher?

It is important to note here that the measurements and standards which will be discussed have been established by this specific group of ABE teachers, rather than some outside group who makes an attempt to determine what ABE teachers can and should do. Teachers were asked to indicate <u>their own</u> perception of themselves and other teachers. Thus, all subsequent statements which describe what ABE teachers <u>should</u> be able to do and <u>are</u>, indeed, able to do, could be prefaced by the following modifier: "According to 72 teachers in Idaho who responded to the Inventory, . . . " For brevity and ease in reading, this modifier is to be understood, rather than stated, in the remainder of the report.

In what areas and to what degree are ABE teachers in Idaho competent?

The listing in Table II provides a composite description of the ABE teacher in Idaho. Teachers are most competent in the activity listed as No. 1 in rank order; they are least competent in the activity which is ranked 170.

The highest level of competence is perceived to be generally in the Instructional Process category. This group of teachers is most competent in the classroom, in an instructional setting. Through previous training and experience, they have acquired the specific competencies which appear

highest on the list. Although many of the competencies describe fairly standard instructional procedures, there are also several which reflect the teachers' ability to deal with learners in a classroom setting which is less traditional and/or structured than the standard public school classroom.

This observation is strengthened by the fact that competencies which emphasize relating instructional process to the ABE Learner appear almost entirely above the mean, indicating that teachers are quite competent in these areas.

Teachers' competence in areas regarding the Scope and Goal of Adult Education range from #1 - #163, with about half of the statements in this category appearing above the mean and the other half below the mean. However, a careful observation of specific statements which are above the mean show that they relate adult education to the instructional process and to the learner, while those below the mean generally deal with the professional field of Adult Education, its history, philosophy, financing and structure.

The curricular category also shows a range in degrees of competency from fairly high to low. In this case, more than half of the statements in the category actually fall below the mean or median. Two of the highest competencies (13.5 and 31) basically describe the teacher's familiarity with the curricular content of the specific subject areas he/she teaches. Some of the areas of least competence include incorporating content such as ecology, health and nutrition, and modern math into the curriculum. Specific competencies can be identified by a thorough review of Table II.

The notion of being "more than adequately trained" is an interesting one, and is worth pursuing at this point. With such a cry being made for teacher training in ABE -- and this is certainly not to be discounted -- it comes as a relief, and almost a humorous note, that evidently some ABE teachers have actually had enough of certain kinds of training. In fact, the measurement of significance, using t-tests, would suggest that in a few areas, they are considerably more competent (i.e., have had more training) than an ABE teacher needs to be. Some of the statements of competency which fall into the category of "overtraining" for the Idaho teachers (Table III, p.27) include the following:

An ABE teacher should be able to:

"maintain discipline in the classroom"

"make daily lesson plans"

"use humor in the classroom"

The reader is to be reminded that, even though the Idaho teachers indicated that their current level of competency in these areas apparently exceeds the need for competency, it does not necessarily follow that there will never be a need for training in these areas. The purpose of the priority order listing in Table IV is to compare the relative importance of acquiring each competency with the degree of competence which teachers now have.

In what areas and to what degree is the "ideal" ABE teacher competent?

Responses of ABE teachers in Idaho established a profile of the "ideal" teacher (Table IV, pp.29-40). The competencies which ABE teachers

should have are listed in priority order, from the most necessary to the least.

In general, competencies in the Instructional Process category rank higher than other categories, with statements regarding the ABE Learner ranking second highest. Almost half of the Curriculum statements appear in the top quartile, in contrast with the single statement regarding the Scope and Goal of Adult Education which appears among the top 25% of the 170 statements.

Evidently, ABE teachers in Idaho view the "ideal" teacher as being most competent in classroom teaching (instructional) activities. Relating to the adult learner is a close second. Selecting appropriate curriculum is considered of far more importance than gaining knowledge of the scope and goal of adult education.

It is interesting to note that the high priority statements about the process of instruction are also concerned with the adult learner and how he is involved in the process. Communicating effectively with learners, reinforcing positive attitudes towards learning, adjusting rate of instruction to the learners' rate of progress -- all of these are instructional behaviors, but they pertain to the learner, more than to the teacher's interests.

High priority statements which refer to the ABE teacher's competence in curricular areas are particularly focused on reading. Almost without exception, statements describing other areas of the curriculum (math, government and current events, etc.) appear only below the mean. In fact, some of the very lowest priority statements suggest that health and nutrition, modern math, and ecology be incorporated into the ABE curriculum.

Competencies regarding the ABE Learner are almost as high a priority as those in the Instruction Process catagory. More than half of the statements about the learner appear above the mean, with the bulk of them in the top quartile. Among the highest priorities are those competencies which describe behaviors such as recognizing the potentiality for growth in learners, identifying potential talents, interests and aspirations of learners, and establishing a mutual basis for respect between teacher and learner. Lowest priorities concern social, psychological, economic and cultural characteristics of the learner.

The single statement in the Adult Education category which is ranked in the top quartile (No. 6) indicates the necessity for the teacher to differentiate between teaching children and teaching adults. Just above the mean there are a few statements describing the relationship between the adult basic education program (and students) and the community, and the necessity for identifying new developments, recent recommendations and current issues in adult education. More than a third of the statements in this category are among the lowest priorities of all (151.5-167).

How does the competence of ABE teachers in Idaho measure up to their perception of the "ideal" competent ABE teacher?

The reader is again referred to the listing (Table IV) on pages 29-40. The purpose of this listing is to compare and relate the actual competence of ABE teachers in Idaho to the "competent" ABE teacher. Specific training needs can be identified by selecting competency state-

ments which are ranked highest in priority and also indicate a significant (***) or secondary (**) need for training.

The reader must take into consideration that a "significant need for training" is only urgent if the specific area of competency is also an area which is ranked high in the priority order listing on pages 29-40. If teachers have indicated that a specific competency is not very necessary for ABE teachers (i.e., 149, "aid the learner in obtaining employment or on-the-job training"), then it is not considered an urgent training priority, even though the gap between teachers' competence and the desired degree of competence is significant.

When the two sets of data are lined up side by side, and a comparison is made between the desirable competencies of an ABE teacher and the actual competencies of ABE teachers in Idaho, conclusions may be drawn in terms of (1) long range planning for ABE staff development (preservice or basic teacher preparation) and (2) short term planning of ongoing in-service teacher training activities.

When planning teacher preparation courses or pre-service training activities, priorities can be established according to teacher responses indicating what an ABE teacher should be able to do. Essentially, this involves consulting the priority order listing in Table IV, and selecting from among the highest priority items (i.e., those highest in the rank order) the particular content and focus of preservice training. The statements which fall into the top quartile of the listing (No. 1 through 41) can easily provide the basis for the planning of teacher education courses or other preservice training for prospective ABE teachers. Statements which are lower in this priority list should not be discounted, but

must be taken into consideration in relation to others in the listing. Primary emphasis should be placed on developing teacher competency in those areas which are described in the top 25% of the rank order listing. When this is accomplished, further planning may proceed to statements which are lower in the priority order listing.

The data can be especially helpful in planning ongoing and periodic in-service training for ABE teachers. Specific areas of need can be pinpointed by a careful and more detailed review of the priority order listing in Table IV. Basically, the combination of the priority order listing and the relative need for training in each of the 170 competencies yields one of four conclusions, as follows:

1. Training is urgently needed in areas of competence in which:
   Teachers SHOULD be highly competent, and the Idaho teachers ARE only slightly or moderately competent.
2. Training is not urgent, but must be planned in the near future in areas of competence in which:
   Teachers SHOULD be moderately competent and the Idaho teachers ARE only slightly competent.
3. Training is not needed at this time, but should be considered in future planning for areas of competence in which:
   Teachers SHOULD be highly competent and the Idaho teachers ARE highly competent; OR
   Teachers SHOULD be moderately competent and Idaho teachers ARE either moderately or highly competent.
4. Training probably will not be needed for areas of competence

in which:

Teachers SHOULD be only slightly competent and the Idaho teachers ARE either highly, moderately, or slightly competent.

The above conclusions involve quite a few "and's" and "or's", but do provide the best interpretation of the data supplied by the Idaho respondents. Perhaps they can be made clearer with a few examples drawn from Table IV.

A statement which falls into the first category (training urgently needed) is the following:

"develop effective working relationships with learners."

It may be noted that in the priority order listing this statement is first (No. 1) in rank order, indicating that teachers should be highly competent in this area; and it also is preceded by the symbol (***), indicating that the need for training is considered significant, since teachers who responded are only slightly or moderately competent in this area.

An example of a statement in the second category (training needed in the near future is found on page 32:

"design activities to develop problem solving abilities within learners."

In this case, teachers should be moderately competent, since the statement ranked 49 out of 170 (below the top quartile); yet Idaho teachers apparently are only slightly competent in this area.

In some cases, even though a particular statement is considered of high priority in the rank order, the teachers who responded indicated that they are adequately or more than adequately trained (competent)

in this area. These statements fall into the third category (training not needed now, but may be in the future). According to the listing in Table IV, the only statement which fits this category is ranked 59"

"use humor in the classroom."

All other statements for which teachers indicated that they were more than adequately competent appear below the mean in priority order, beginning with #93: "maintain discipline in the classroom".

The fourth category comprises statements which describe competencies which are of relatively little importance for ABE teachers (i.e., low on the priority list). An example is found on page 39:

"select materials and activities which promote learning about ecology."

This statement ranked quite low on the list (149 out of 170); so that, even though there is a significant gap (***) between teachers' actual competence and desired competence, it is still considered a very low training priority.

In conclusion, the researcher feels that the data supplied by ABE teachers in Idaho can provide valid and specific guidelines for the planning of staff development activities in ABE. For the first time, perhaps, planning can be based on the results of an actual assessment of need, rather than a "guess-timate". Thus, all training efforts can be right on target, fulfilling high priority teacher needs, without wasting either teachers' or teacher trainers' time and energy.

RECOMMENDATIONS

Recommendations based on the data as reported will be directed specifically to planners of staff development activities in Idaho, on the state or local level and at colleges and universities concerned with teacher preparation in adult education. Recommendations will be made in four general categories:

Pre-service training, teacher preparation

1. In planning teacher preparation courses at the college level, the priorities for teacher competency established by ABE teachers in Idaho (beginning on p. 29) should be considered. The statements of competency which rank in the top quartile, or even above the mean, can become the basis for teacher preparation courses specifically designed for ABE teachers.

2. Because the competency statements are more specific than general goals or even course titles (i.e., "Understanding the Adult Learner"), they lend themselves to innovation in the format of teacher education courses. Rather than planning new courses in a traditional manner, competency-based instruction might be introduced. Course planners may set certain objectives for a course, and encourage students (prospective teachers) to pursue various ways of reaching the objectives and gaining course credit.

3. Pre-service training workshops ("mini-courses") should be designed especially for newly hired teachers, who would be required to attend them as a condition of employment. This would ensure some initial training in adult basic education, so that new teachers have a common understanding of goals and objectives, as well as a basis for relating to the adult learner.

In-service Training

1. The most urgent training needs for this group of teachers can be identified by consulting the listing beginning on page 29. In-service training should focus on those competencies which are highest in rank order and are also noted by the symbol (***). Subsequent in-service training

should also be planned to deal with the competencies for which a secondary training need is noted (**).

2. Teachers should be consulted regarding the format and scheduling of in-service training activities. Even if they need the content presented in an in-service session, it may be impossible or very difficult for them to attend at certain times of the day, week, or month.

3. Because the competency statements are rather specific, they lend themselves to innovation in the format of in-service training. Rather than planning traditional conferences or workshops, competency-based instruction may be introduced. Once specific objectives are determined, teachers may be encouraged to meet them in any number of alternate ways -- perhaps by visiting with and/or observing a more experienced teacher, by reading written materials and discussing them with others, by using audio and visual resources which may be available. These options should be presented to teachers when training is planned.

Teacher Certification in Adult Basic Education

1. Competencies which are needed by an ABE teacher in Idaho have been put into priority order by the teachers who are currently teaching ABE. The purpose of certifying a teacher is, of course, to provide the teacher with a credential signifying that he/she is competent to teach students at a designated level and in designated content areas. Although certification has traditionally been based on the completion of specific university courses and practicum experience, the data reported in this study provide a more reasonable and justifiable basis for granting teacher certification. A competent ABE teacher is one who possesses the knowledge, skills and attitudes considered of highest priority by already competent teachers. If certification is to be granted a "competent" teacher, the criteria for "competency" must be determined. The basis for such criteria has been presented in this study.

2. A further step necessary to establishing criteria for teacher certification is to present teachers with alternate ways of acquiring competence. It is not enough to say to a teacher, "You will be certified upon the demonstration of this set of competencies," if a stipulation is, "You will acquire these competencies by attending this required set of courses." Some options for learning activities under a competency-based program have already been suggested

in earlier recommendations. Others can be developed as appropriate for ABE in Idaho.

Ongoing and periodic assessment of training needs

1. The study reported herein should not be considered a final study. It reports data provided by a specific group of teachers employed in ABE at this time. Since teachers do come and go rather rapidly in ABE, and since many are part-time and may have to leave to devote full-time to other responsibilities, it will be necessary to gather similar data from a new group of teachers in the near future. This may be the first time, however, that the collection and interpretation of data can be done in a consistent manner, providing a standard by which to measure change from time to time. To measure change within this specific group of teachers, the Inventory can be administered to the same individuals after a period of training. It can also be administered to newly hired teachers, to determine their specific training needs.

2. The Inventory can be administered to selected groups of teachers for specific purposes. Future studies may compare experienced teachers with inexperienced teachers, to gain an insight into how experience affects a teacher's competence.

3. If persons other than teachers are responsible for the planning of teacher training activities (staff development personnel, program administrators, professors), the Inventory should perhaps be administered to them, to determine how closely their perceptions compare with those of teachers.

Teacher training in adult basic education, as stated earlier, has traditionally been planned by "teacher trainers", state staff development personnel, local program administrators and/or "adult educators" at colleges and universities. These are considered to be the people who "know", those who have a broad view of the field.

In this study, another contingency has been consulted - the teachers who have been and will be directly affected by staff development planning. Their opinion is valuable; they bring to the situation a viewpoint based

on day-to-day experience with adults in the classroom, to supplement the broad view of other planners. Neither view is of greater value than the other; nor is a single point of view sufficient to provide the sole basis for planning training activities.

One of the most often heard objectives in adult education is to involve the adult learner in the process of planning his/her own learning activities. The process of data collection and interpretation employed in this study and reported herein provides a useful and usable tool for this purpose. When the tool is put to use, it will contribute to the building of a solid foundation for the development of competent teachers in adult basic education.

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

Developed by

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(Revised)

DEMOGRAPHIC DATA

Computer Space
——/————/——

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

   (1) ____ ABE teacher, part-time (less than 20 hrs. per week)

   (2) ____ ABE teacher, full-time (more than 20 hrs. per week)

   (3) ____ ABE administrator, part-time (less than 20 hrs. per week)

   (4) ____ ABE administrator, full-time (more than 20 hrs. per week)

   (5) ____ Primarily ABE teacher, part-time ABE administrator

   (6) ____ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

   (1) ____ No full-time employment

   (2) ____ Teaching-elementary (K-6)

   (3) ____ Teaching-secondary (7-12)

   (4) ____ Teaching-college, university

   (5) ____ Counseling, guidance

   (6) ____ Elementary school administrator

   (7) ____ Secondary school administrator

   (8) ____ Housewife

   (9) ____ Other (specify) _____

5. Sex:

   (1) ____ Female

   (2) ____ Male

6. Age:

   (1) ____ Under 25

   (2) ____ 25-34

   (3) ____ 35-44

   (4) ____ 45-54

   (5) ____ 55-65

   (6) ____ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

(1) ____ ABE, 8th grade equivalency (only)

(2) ____ English as a Second Language (only)

(3) ____ ABE and ESL

(4) ____ Adult high school, high school completion

(5) ____ GED, high school equivalency

(6) ____ ABE and GED

(7) ____ Other (specify) _____

8. Years of experience in ABE:

(1) ____ Less than 1 year

(2) ____ 1 year

(3) ____ 2 years

(4) ____ 3 years

(5) ____ 4 years

(6) ____ 5 years

(7) ____ More than 5 ynars

9. What type of certificate do you hold? (check major area only)

(1) ____ elementary

(2) ____ secondary

(3) ____ learning disabilities

(4) ____ special education

(5) ____ speech therapist

(6) ____ counseling and guidance

10. Most recent attendance at an ABE training function:

(1) ____ during past six months

(2) ____ 6 months to one year ago

(3) ____ more than one year ago

(4) ____ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

(11) ____ lecture, conference (one day or less)

(12) ____ workshop (2-5 days)

(13) ____ institute (5 days or more)

(14) ____ college credit course

(15) ____ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

Example

To what degree are YOU able to:	No						Complete
• organize and schedule individual learning activities	0	1	2	3	4	(5)	6 7

In the above example, "5" is circled, indicating that the person who responded rates his/her ability high on the scale, yet does not feel he/she has complete competence.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

ADULT BASIC EDUCATION

TEACHER COMPETENCY INVENTORY

No Complete

To what degree are YOU able to:

(circle only one)

1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English. 0 1 2 3 4 5 6 7
2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. 0 1 2 3 4 5 6 7
3. try novel and unique strategies in broadening horizons of learners. 0 1 2 3 4 5 6 7
4. use the community development approach. 0 1 2 3 4 5 6 7
5. explain what is individually prescribed instruction. 0 1 2 3 4 5 6 7
6. prepare new teachers for innovative and changing programs. 0 1 2 3 4 5 6 7
7. select materials and activities which promote learning about health and nutrition. 0 1 2 3 4 5 6 7
8. adjust teaching to accommodate individual and group characteristics. 0 1 2 3 4 5 6 7
9. assess anxieties about learning that are specific to identifiable groups of learners. 0 1 2 3 4 5 6 7
10. determine reasons for low self-concept of learners. 0 1 2 3 4 5 6 7
11. select curriculum which will aid the learners in developing an interest in reading. 0 1 2 3 4 5 6 7
12. assess the effects of discrimination on the learners. 0 1 2 3 4 5 6 7

To what degree are YOU able to:

	No						Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0	1	2	3	4	5	6 7
14. establish a basis for mutual respect with learners.	0	1	2	3	4	5	6 7
15. assist learners who desire to assume new roles in society.	0	1	2	3	4	5	6 7
16. apply criteria for the selection and evaluation of instructional materials.	0	1	2	3	4	5	6 7
17. arrange and conduct field trips.	0	1	2	3	4	5	6 7
18. construct informal reading inventories.	0	1	2	3	4	5	6 7
19. collect information on the learners' physical, mental and social development.	0	1	2	3	4	5	6 7
20. recognize action words appropriate to a given behavior.	0	1	2	3	4	5	6 7
21. incorporate ecology into the curriculum.	0	1	2	3	4	5	6 7
22. use appropriate methods and materials for teaching mathematics.	0	1	2	3	4	5	6 7
23. evaluate instructional objectives.	0	1	2	3	4	5	6 7
24. apply basic principles of group dynamics and leacership techniques.	0	1	2	3	4	5	6 7
25. differentiate between goals and objectives.	0	1	2	3	4	5	6 7
26. collect information on the cultural and social forces that influence the learners.	0	1	2	3	4	5	6 7
27. determine the modality(ies) by which individuals learn most effectively.	0	1	2	3	4	5	6 7
28. design an instructional plan based on results of diagnostic tests.	0	1	2	3	4	5	6 7
29. guide and counsel learners.	0	1	2	3	4	5	6 7
30. describe the relationship of adult basic education to adult education.	0	1	2	3	4	5	6 7
31. identify the major topics and concepts of each subject he/she teaches.	0	1	2	3	4	5	6 7

To what degree are YOU able to:

	No	Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0	1 2 3 4 5 6 7
33. interpret informal reading inventories.	0	1 2 3 4 5 6 7
34. interpret informal math inventories.	0	1 2 3 4 5 6 7
35. write objectives in behavioral terms.	0	1 2 3 4 5 6 7
36. make daily lesson plans.	0	1 2 3 4 5 6 7
37. use appropriate materials and methods for specified reading deficiencies.	0	1 2 3 4 5 6 7
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0	1 2 3 4 5 6 7
39. arrange flexible grouping for learning.	0	1 2 3 4 5 6 7
40. select materials and activities which develop study patterns.	0	1 2 3 4 5 6 7
41. design activities to develop problem solving abilities within learners.	0	1 2 3 4 5 6 7
42. use a system to keep records of learners' progress.	0	1 2 3 4 5 6 7
43. use appropriate methods and materials for teaching language arts.	0	1 2 3 4 5 6 7
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0	1 2 3 4 5 6 7
45. maintain a clean, orderly classroom.	0	1 2 3 4 5 6 7
46. use humor in the classroom.	0	1 2 3 4 5 6 7
47. participate in the process of program evaluation.	0	1 2 3 4 5 6 7
48. apply knowledge of materials and procedures gained from other teachers.	0	1 2 3 4 5 6 7
49. provide practical activities for learners which reinforce classroom instruction.	0	1 2 3 4 5 6 7

To what degree are YOU able to:

	No						Complete
50. select curriculum which emphasizes noteworthy current events.	0	1	2	3	4	5	6 7
51. select curriculum which provides for the development of liberal education for the learners.	0	1	2	3	4	5	6 7
52. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0	1	2	3	4	5	6 7
53. identify major causes of the literacy problem in the United States.	0	1	2	3	4	5	6 7
54. use instructional materials which are congruent with specific curricular goals.	0	1	2	3	4	5	6 7
55. communicate effectively with learners.	0	1	2	3	4	5	6 7
56. develop effective working relationships with learners.	0	1	2	3	4	5	6 7
57. list the major causes of reading difficulties in adult learners.	0	1	2	3	4	5	6 7
58. relate the democratic process to everyday lives of learners.	0	1	2	3	4	5	6 7
59. gather information on the economically disadvantaged in various ethnic groups.	0	1	2	3	4	5	6 7
60. interpret the social structure and characteristics of the community.	0	1	2	3	4	5	6 7
61. adjust instruction to provide for the social, psychological and physiological effects of aging.	0	1	2	3	4	5	6 7
62. give examples of concepts and principles.	0	1	2	3	4	5	6 7
63. identify the learners' interests and level of aspiration.	0	1	2	3	4	5	6 7
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0	1	2	3	4	5	6 7
65. write instructional materials.	0	1	2	3	4	5	6 7
66. function in a team teaching situation.	0	1	2	3	4	5	6 7

To what degree are YOU able to:

	Not at all						Complete
67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0	1	2	3	4	5	6 7
68. analyze reasons for learners' participating in educational programs.	0	1	2	3	4	5	6 7
69. recognize the similarities and differences between general and vocational education.	0	1	2	3	4	5	6 7
70. adjust program to respond to the changing needs of learners.	0	1	2	3	4	5	6 7
71. identify new developments, recent recommendations and current issues in adult education.	0	1	2	3	4	5	6 7
72. coordinate and supervise classroom activities.	0	1	2	3	4	5	6 7
73. identify similarities and differences between two or more educational philosophies.	0	1	2	3	4	5	6 7
74. select mathematic concepts according to logical order.	0	1	2	3	4	5	6 7
75. apply concepts of liberal education to adult basic education.	0	1	2	3	4	5	6 7
76. select curriculum which develops study patterns.	0	1	2	3	4	5	6 7
77. diagnose learners' basic reading skills.	0	1	2	3	4	5	6 7
78. interpret and use the results of standardized achievement tests.	0	1	2	3	4	5	6 7
79. select curriculum which will develop word attack skills.	0	1	2	3	4	5	6 7
80. use knowledge of adult developmental characteristics to select curriculum.	0	1	2	3	4	5	6 7
81. apply theory to the process of program development.	0	1	2	3	4	5	6 7
82. select curriculum which will develop all levels of reading comprehension.	0	1	2	3	4	5	6 7
83. maintain current information concerning commercial instructional materials.	0	1	2	3	4	5	6 7

To what degree are YOU able to:

	No						Complete
84. apply generalizations to specific situations.	0	1	2	3	4	5	6 7
85. select curriculum which will develop oral language skills.	0	1	2	3	4	5	6 7

IMPORTANT: You are now going to be asked to indicate the degree of competence which an ABE teacher SHOULD have.

To what degree SHOULD an ABE teacher be able to:

	No						Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0	1	2	3	4	5	6 7
87. differentiate between teaching children and teaching adults.	0	1	2	3	4	5	6 7
88. reinforce positive attitudes toward learning.	0	1	2	3	4	5	6 7
89. adjust rate of instruction to the learners' rate of progress.	0	1	2	3	4	5	6 7
90. use criterion-referenced evaluation instruments.	0	1	2	3	4	5	6 7
91. aid the learner in obtaining employment or on-the-job training.	0	1	2	3	4	5	6 7
92. select curriculum which will help learners control and adjust to change.	0	1	2	3	4	5	6 7
93. diagnose learners' basic mathematical skills.	0	1	2	3	4	5	6 7
94. refer learners to community agencies for specific social, educational and training needs.	0	1	2	3	4	5	6 7
95. plan independent study with learners.	0	1	2	3	4	5	6 7
96. maintain discipline in the classroom.	0	1	2	3	4	5	6 7
97. determine the difficulty, validity and reliability of teacher-made tests.	0	1	2	3	4	5	6 7
98. select materials and activities which promote consumer education.	0	1	2	3	4	5	6 7
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0	1	2	3	4	5	6 7
100. incorporate consumer education into the curriculum.	0	1	2	3	4	5	6 7
101. maintain interest of students in classroom activities.	0	1	2	3	4	5	6 7
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0	1	2	3	4	5	6 7
103. analyze the impact of prior educational experiences upon learners.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:	Not Complete							Complete
104. interpret national, state and local objectives of adult basic education.	0	1	2	3	4	5	6	7
105. administer informal math inventories.	0	1	2	3	4	5	6	7
106. operate a learning laboratory.	0	1	2	3	4	5	6	7
107. identify causes of discrimination.	0	1	2	3	4	5	6	7
108. use information from professional journals, organizations and associations.	0	1	2	3	4	5	6	7
109. gather information concerning psychological problems of the learners.	0	1	2	3	4	5	6	7
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0	1	2	3	4	5	6	7
111. identify and analyze terminal behaviors.	0	1	2	3	4	5	6	7
112. construct audio-visual materials.	0	1	2	3	4	5	6	7
113. interpret the adult basic education program to other teachers and the community.	0	1	2	3	4	5	6	7
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0	1	2	3	4	5	6	7
115. interpret social characteristics of learners.	0	1	2	3	4	5	6	7
116. provide continuous feedback to learners on their educational progress.	0	1	2	3	4	5	6	7
117. devise instructional strategies that will develop within the learners a sense of confidence.	0	1	2	3	4	5	6	7
118. develop a climate that will encourage learners to participate.	0	1	2	3	4	5	6	7
119. select materials and activities which promote learning about ecology.	0	1	2	3	4	5	6	7
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0	1	2	3	4	5	6	7

To what degree SHOULD an ABE teacher be able to:

	No						Complete
121. apply principles of attitude and behavior change in the instructional process.	0	1	2	3	4	5	6 7
122. develop generalizations supported by facts.	0	1	2	3	4	5	6 7
123. use the services of state and local agencies responsible for adult basic education.	0	1	2	3	4	5	6 7
124. demonstrate commitment to lifelong learning by participating in continuing education activities.	0	1	2	3	4	5	6 7
125. apply pertinent research.	0	1	2	3	4	5	6 7
126. plan instructional activities which bring resources of the community to bear on needs of learners.	0	1	2	3	4	5	6 7
127. use techniques to facilitate recall.	0	1	2	3	4	5	6 7
128. administer standardized tests.	0	1	2	3	4	5	6 7
129. choose tests that yield necessary data on learners.	0	1	2	3	4	5	6 7
130. recruit the learners.	0	1	2	3	4	5	6 7
131. relate knowledge of economic and labor market information to the vocational interests of learners.	0	1	2	3	4	5	6 7
132. select curriculum which will promote development of the learners' reading vocabulary.	0	1	2	3	4	5	6 7
133. select instructional materials which relate to the background of learners.	0	1	2	3	4	5	6 7
134. recognize the value system of learners to be appropriate for the environment in which they live.	0	1	2	3	4	5	6 7
135. use programmed and self-directed instructional materials.	0	1	2	3	4	5	6 7
136. use techniques of public relations.	0	1	2	3	4	5	6 7
137. incorporate health and nutrition objectives into the curriculum.	0	1	2	3	4	5	6 7
138. use behaviorally stated objectives.	0	1	2	3	4	5	6 7
139. use mass media for educational purposes.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:	None	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7	
141. place learners at their instructional level.	0 1 2 3 4 5 6 7	
142. incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7	
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7	
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7	
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7	
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7	
147. administer interest inventories.	0 1 2 3 4 5 6 7	
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7	
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7	
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7	
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7	
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7	
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7	
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7	
155. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7	
156. administer informal reading inventories.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	Competence
157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.	0 1 2 3 4 5 6 7
158. recognize the historic and contemporary approaches to literacy.	0 1 2 3 4 5 6 7
159. participate in the process of evaluating one's own teaching effectiveness.	0 1 2 3 4 5 6 7
160. identify the major functions of community agencies which serve the social, educational and training needs of learners.	0 1 2 3 4 5 6 7
161. describe the learning characteristics of the adult.	0 1 2 3 4 5 6 7
162. construct informal tests and measurement techniques to evaluate learners' achievements.	0 1 2 3 4 5 6 7
163. use the services of local adult basic education advisory committees.	0 1 2 3 4 5 6 7
164. identify potential talents of learners.	0 1 2 3 4 5 6 7
165. select materials and activities which promote the learners' liberal education.	0 1 2 3 4 5 6 7
166. recognize the nature and intent of adult basic education legislation including financing.	0 1 2 3 4 5 6 7
167. determine modes and rates of instruction through diagnosis.	0 1 2 3 4 5 6 7
168. involve learners in the process of formulating instructional objectives.	0 1 2 3 4 5 6 7
169. relate classroom activities to the job experiences of learners.	0 1 2 3 4 5 6 7
170. recognize the potentiality for growth in learners.	0 1 2 3 4 5 6 7

Please identify any other abilities which you feel should be included:

1. _____

_____

2. _____

_____

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

Developed by

Donald W. Mocker
James D. Peebles
Lorraine M. Zinn
Gordon Ault
Vera S. Maass

Center for Resource Development in Adult Education
School of Education
University of Missouri - Kansas City

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(Revised)

DEMOGRAPHIC DATA

Computer Space
--/----/--

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

(1) ____ ABE teacher, part-time (less than 20 hrs. per week)

(2) ____ ABE teacher, full-time (more than 20 hrs. per week)

(3) ____ ABE administrator, part-time (less than 20 hrs. per week)

(4) ____ ABE administrator, full-time (more than 20 hrs. per week)

(5) ____ Primarily ABE teacher, part-time ABE administrator

(6) ____ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

(1) ____ No full-time employment

(2) ____ Teaching-elementary (K-6)

(3) ____ Teaching-secondary (7-12)

(4) ____ Teaching-college, university

(5) ____ Counseling, guidance

(6) ____ Elementary school administrator

(7) ____ Secondary school administrator

(8) ____ Housewife

(9) ____ Other (specify) _____

5. Sex:

(1) ____ Female

(2) ____ Male

6. Age:

(1) ____ Under 25

(2) ____ 25-34

(3) ____ 35-44

(4) ____ 45-54

(5) ____ 55-65

(6) ____ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

(1) ____ ABE, 8th grade equivalency (only)

(2) ____ English as a Second Language (only)

(3) ____ ABE and ESL

(4) ____ Adult high school, high school completion

(5) ____ GED, high school equivalency

(6) ____ ABE and GED

(7) ____ Other (specify) _____

8. Years of experience in ABE:

(1) ____ Less than 1 year

(2) ____ 1 year

(3) ____ 2 years

(4) ____ 3 years

(5) ____ 4 years

(6) ____ 5 years

(7) ____ More than 5 years

9. What type of certificate do you hold? (check major area only)

(1) ____ elementary

(2) ____ secondary

(3) ____ learning disabilities

(4) ____ special education

(5) ____ speech therapist

(6) ____ counseling and guidance

10. Most recent attendance at an ABE training function:

(1) ____ during past six months

(2) ____ 6 months to one year ago

(3) ____ more than one year ago

(4) ____ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

(11) ____ lecture, conference (one day or less)

(12) ____ workshop (2-5 days)

(13) ____ institute (5 days or more)

(14) ____ college credit course

(15) ____ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW.

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Example

To what degree SHOULD an ABE teacher be able to:	No						Complete
• organize and schedule individual learning activities	0	1	2	3	4	(5)	6 7

In the above example, "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

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ADULT BASIC EDUCATION

TEACHER COMPETENCY INVENTORY

No Complete

To what degree SHOULD an ABE teacher be able to:

(circle only one)

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2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. 0 1 2 3 4 5 6 7
3. try novel and unique strategies in broadening horizons of learners. 0 1 2 3 4 5 6 7
4. use the community development approach. 0 1 2 3 4 5 6 7
5. explain what is individually prescribed instruction. 0 1 2 3 4 5 6 7
6. prepare new teachers for innovative and changing programs. 0 1 2 3 4 5 6 7
7. select materials and activities which promote learning about health and nutrition. 0 1 2 3 4 5 6 7
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10. determine reasons for low self-concept of learners. 0 1 2 3 4 5 6 7
11. select curriculum which will aid the learners in developing an interest in reading. 0 1 2 3 4 5 6 7
12. assess the effects of discrimination on the learners. 0 1 2 3 4 5 6 7

To what degree SHOULD an ABE teacher be able to:

	Not						Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0	1	2	3	4	5	6 7
14. establish a basis for mutual respect with learners.	0	1	2	3	4	5	6 7
15. assist learners who desire to assume new roles in society.	0	1	2	3	4	5	6 7
16. apply criteria for the selection and evaluation of instructional materials.	0	1	2	3	4	5	6 7
17. arrange and conduct field trips.	0	1	2	3	4	5	6 7
18. construct informal reading inventories.	0	1	2	3	4	5	6 7
19. collect information on the learners' physical, mental and social development.	0	1	2	3	4	5	6 7
20. recognize action words appropriate to a given behavior.	0	1	2	3	4	5	6 7
21. incorporate ecology into the curriculum.	0	1	2	3	4	5	6 7
22. use appropriate methods and materials for teaching mathematics.	0	1	2	3	4	5	6 7
23. evaluate instructional objectives.	0	1	2	3	4	5	6 7
24. apply basic principles of group dynamics and leadership techniques.	0	1	2	3	4	5	6 7
25. differentiate between goals and objectives.	0	1	2	3	4	5	6 7
26. collect information on the cultural and social forces that influence the learners.	0	1	2	3	4	5	6 7
27. determine the modality(ies) by which individuals learn most effectively.	0	1	2	3	4	5	6 7
28. design an instructional plan based on results of diagnostic tests.	0	1	2	3	4	5	6 7
29. guide and counsel learners.	0	1	2	3	4	5	6 7
30. describe the relationship of adult basic education to adult education.	0	1	2	3	4	5	6 7
31. identify the major topics and concepts of each subject he/she teaches.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:

	No						Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0	1	2	3	4	5	6 7
33. interpret informal reading inventories.	0	1	2	3	4	5	6 7
34. interpret informal math inventories.	0	1	2	3	4	5	6 7
35. write objectives in behavioral terms.	0	1	2	3	4	5	6 7
36. make daily lesson plans.	0	1	2	3	4	5	6 7
37. use appropriate materials and methods for specified reading deficiencies.	0	1	2	3	4	5	6 7
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39. arrange flexible grouping for learning.	0	1	2	3	4	5	6 7
40. select materials and activities which develop study patterns.	0	1	2	3	4	5	6 7
41. design activities to develop problem solving abilities within learners.	0	1	2	3	4	5	6 7
42. use a system to keep records of learners' progress.	0	1	2	3	4	5	6 7
43. use appropriate methods and materials for teaching language arts.	0	1	2	3	4	5	6 7
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0	1	2	3	4	5	6 7
45. maintain a clean, orderly classroom.	0	1	2	3	4	5	6 7
46. use humor in the classroom.	0	1	2	3	4	5	6 7
47. participate in the process of program evaluation.	0	1	2	3	4	5	6 7
48. apply knowledge of materials and procedures gained from other teachers.	0	1	2	3	4	5	6 7
49. provide practical activities for learners which reinforce classroom instruction.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:

	No						Complete
50. select curriculum which emphasizes noteworthy current events.	0	1	2	3	4	5	6 7
51. select curriculum which provides for the development of liberal education for the learners.	0	1	2	3	4	5	6 7
52. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0	1	2	3	4	5	6 7
53. identify major causes of the literacy problem in the United States.	0	1	2	3	4	5	6 7
54. use instructional materials which are congruent with specific curricular goals.	0	1	2	3	4	5	6 7
55. communicate effectively with learners.	0	1	2	3	4	5	6 7
56. develop effective working relationships with learners.	0	1	2	3	4	5	6 7
57. list the major causes of reading difficulties in adult learners.	0	1	2	3	4	5	6 7
58. relate the democratic process to everyday lives of learners.	0	1	2	3	4	5	6 7
59. gather information on the economically disadvantaged in various ethnic groups.	0	1	2	3	4	5	6 7
60. interpret the social structure and characteristics of the community.	0	1	2	3	4	5	6 7
61. adjust instruction to provide for the social, psychological and physiological effects of aging.	0	1	2	3	4	5	6 7
62. give examples of concepts and principles.	0	1	2	3	4	5	6 7
63. identify the learners' interests and level of aspiration.	0	1	2	3	4	5	6 7
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0	1	2	3	4	5	6 7
65. write instructional materials.	0	1	2	3	4	5	6 7
66. function in a team teaching situation.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:

	No						Complete
67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0	1	2	3	4	5	6 7
68. analyze reasons for learners' participating in educational programs.	0	1	2	3	4	5	6 7
69. recognize the similarities and differences between general and vocational education.	0	1	2	3	4	5	6 7
70. adjust program to respond to the changing needs of learners.	0	1	2	3	4	5	6 7
71. identify new developments, recent recommendations and current issues in adult education.	0	1	2	3	4	5	6 7
72. coordinate and supervise classroom activities.	0	1	2	3	4	5	6 7
73. identify similarities and differences between two or more educational philosophies.	0	1	2	3	4	5	6 7
74. select mathematic concepts according to logical order.	0	1	2	3	4	5	6 7
75. apply concepts of liberal education to adult basic education.	0	1	2	3	4	5	6 7
76. select curriculum which develops study patterns.	0	1	2	3	4	5	6 7
77. diagnose learners' basic reading skills.	0	1	2	3	4	5	6 7
78. interpret and use the results of standardized achievement tests.	0	1	2	3	4	5	6 7
79. select curriculum which will develop word attack skills.	0	1	2	3	4	5	6 7
80. use knowledge of adult developmental characteristics to select curriculum.	0	1	2	3	4	5	6 7
81. apply theory to the process of program development.	0	1	2	3	4	5	6 7
82. select curriculum which will develop all levels of reading comprehension.	0	1	2	3	4	5	6 7
83. maintain current information concerning commercial instructional materials.	0	1	2	3	4	5	6 7

To what degree SHOULD an ABE teacher be able to:

	Not Competent						Competent
84. apply generalizations to specific situations.	0	1	2	3	4	5	6 7
85. select curriculum which will develop oral language skills.	0	1	2	3	4	5	6 7

IMPORTANT: You are now going to be asked to indicate the degree of competence you HAVE.

To what degree are YOU able to:

	Not Complete ... Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7
95. plan independent study with learners.	0 1 2 3 4 5 6 7
96. maintain discipline in the classroom.	0 1 2 3 4 5 6 7
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7

To what degree are YOU able to:

	Not							Complete
104. interpret national, state and local objectives of adult basic education.	0	1	2	3	4	5	6	7
105. administer informal math inventories.	0	1	2	3	4	5	6	7
106. operate a learning laboratory.	0	1	2	3	4	5	6	7
107. identify causes of discrimination.	0	1	2	3	4	5	6	7
108. use information from professional journals, organizations and associations.	0	1	2	3	4	5	6	7
109. gather information concerning psychological problems of the learners.	0	1	2	3	4	5	6	7
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0	1	2	3	4	5	6	7
111. identify and analyze terminal behaviors.	0	1	2	3	4	5	6	7
112. construct audio-visual materials.	0	1	2	3	4	5	6	7
113. interpret the adult basic education pogram to other teachers and the community.	0	1	2	3	4	5	6	7
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0	1	2	3	4	5	6	7
115. interpret social characteristics of learners.	0	1	2	3	4	5	6	7
116. provide continuous feedback to learners on their educational progress.	0	1	2	3	4	5	6	7
117. devise instructional strategies that will develop within the learners a sense of confidence.	0	1	2	3	4	5	6	7
118. develop a climate that will encourage learners to participate.	0	1	2	3	4	5	6	7
119. select materials and activities which promote learning about ecology.	0	1	2	3	4	5	6	7
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0	1	2	3	4	5	6	7

To what degree are YOU able to:

	No							Complete
121. apply principles of attitude and behavior change in the instructional process.	0	1	2	3	4	5	6	7
122. develop generalizations supported by facts.	0	1	2	3	4	5	6	7
123. use the services of state and local agencies responsible for adult basic education.	0	1	2	3	4	5	6	7
124. demonstrate commitment to lifelong learning by participating in continuing education activities.	0	1	2	3	4	5	6	7
125. apply pertinent research.	0	1	2	3	4	5	6	7
126. plan instructional activities which bring resources of the community to bear on needs of learners.	0	1	2	3	4	5	6	7
127. use techniques to facilitate recall.	0	1	2	3	4	5	6	7
128. administer standardized tests.	0	1	2	3	4	5	6	7
129. choose tests that yield necessary data on learners.	0	1	2	3	4	5	6	7
130. recruit the learners.	0	1	2	3	4	5	6	7
131. relate knowledge of economic and labor market information to the vocational interests of learners.	0	1	2	3	4	5	6	7
132. select curriculum which will promote development of the learners' reading vocabulary.	0	1	2	3	4	5	6	7
133. select instructional materials which relate to the background of learners.	0	1	2	3	4	5	6	7
134. recognize the value system of learners to be appropriate for the environment in which they live.	0	1	2	3	4	5	6	7
135. use programmed and self-directed instructional materials.	0	1	2	3	4	5	6	7
136. use techniques of public relations.	0	1	2	3	4	5	6	7
137. incorporate health and nutrition objectives into the curriculum.	0	1	2	3	4	5	6	7
138. use behaviorally stated objectives.	0	1	2	3	4	5	6	7
139. use mass media for educational purposes.	0	1	2	3	4	5	6	7

To what degree are YOU able to:

	No	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6	7
141. place learners at their instructional level.	0 1 2 3 4 5 6	7
142. incorporate practical government into the curriculum.	0 1 2 3 4 5 6	7
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6	7
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6	7
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6	7
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6	7
147. administer interest inventories.	0 1 2 3 4 5 6	7
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6	7
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6	7
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6	7
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6	7
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6	7
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6	7
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6	7
155. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6	7
156. administer informal reading inventories.	0 1 2 3 4 5 6	7

To what degree are YOU able to:

	No	Complete
157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.	0 1 2 3 4 5 6 7	
158. recognize the historic and contemporary approaches to literacy.	0 1 2 3 4 5 6 7	
159. participate in the process of evaluating one's own teaching effectiveness.	0 1 2 3 4 5 6 7	
160. identify the major functions of community agencies which serve the social, educational and training needs of learners.	0 1 2 3 4 5 6 7	
161. describe the learning characteristics of the adult.	0 1 2 3 4 5 6 7	
162. construct informal tests and measurement techniques to evaluate learners' achievements.	0 1 2 3 4 5 6 7	
163. use the services of local adult basic education advisory committees.	0 1 2 3 4 5 6 7	
164. identify potential talents of learners.	0 1 2 3 4 5 6 7	
165. select materials and activities which promote the learners' liberal education.	0 1 2 3 4 5 6 7	
166. recognize the nature and intent of adult basic education legislation including financing.	0 1 2 3 4 5 6 7	
167. determine modes and rates of instruction through diagnosis.	0 1 2 3 4 5 6 7	
168. involve learners in the process of formulating instructional objectives.	0 1 2 3 4 5 6 7	
169. relate classroom activities to the job experiences of learners.	0 1 2 3 4 5 6 7	
170. recognize the potentiality for growth in learners.	0 1 2 3 4 5 6 7	

Please identify any other abilities which you feel should be included:

1. _____

_____

2. _____

_____

COMPARISON OF MEAN SCORES

IDAHO
ABE TEACHERS

(Category: ABE Learner)

Appendix II